

AN INVESTIGATION OF THE EFFECTS OF POSITIVE COUNSELING
FOR THE IMPROVED SELF-CONCEPT OF REPEAT
OFFENDERS OF SCHOOL REGULATIONS

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ABSTRACT
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AN INVESTIGATION OF THE EFFECTS OF POSITIVE
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OFFENDERS OF SCHOOL REGULATIONS

Advisor: Dr. Phillip Bradley

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The purpose of this study was to determine if there is a significant relationship between the behavior of the repeat offender of school regulations to that student's self-concept.

Using fifteen regular students who had exhibited no discipline problems as the control group and fifteen students identified as repeat offenders of school regulations as the experimental group, the students were subjected to pre- and post-test evaluations. Only students in the experimental group received positive group counseling for a period of six weeks after the pretest.

After the post-test was administered to both groups, the experimental group's self-concept variable scores increased no more than two points. It was concluded that the treatment had little or no effect on the self-concept of students who are repeat offenders of school regulations during the research period.

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Charlie J. Henderson

CHAPTER I

INTRODUCTION

School discipline has been the subject of numerous articles, papers, books, and studies in recent years. The sixties found this nation in the grips of massive student unrest which trickled down from colleges into secondary schools. The draft, undeclared war, and racial unrest disturbed the tranquil passage of America's youth from adolescence to young adulthood.

Increasingly so, a growing number of students rejected the rules of mandatory school attendance, propagating reported cases of truancy from school at an alarming total. School vandalism surfaced as students increasingly looked for ways to show their displeasure with organized civil or government agencies.

Discipline brochures, written to offer administrators a guide to handling routine school disciplinary problems, had to be rewritten to include such infractions as drug and alcohol abuse as well as criminal assault and possession of deadly weapons, offenses previously associated with delinquents and criminals.

Today, teachers, administrators, community leaders and parents are still often alarmed at the nature and scope of reports of student misbehavior. They can only conclude that, in many instances, the situation is out of control, and they agree across the board that something needs to be done. These same groups, however, are usually at odds as to exactly what can be done.

It appears that a great deal of the problems, and at least some of the answers lie within the students themselves, to wit, within their self-concept: the moral, physical, social, familial and personal perceptions they have of themselves.

Purpose of the Study

This study presents an investigation based on a concern that there is a significant relationship between the behavior of the repeat offender of school regulations and that student's self-concept.

Definition of Terms

To facilitate the reading of the remainder of this thesis, the author offers the following definition of terms.

1. Disciplinary referral--the act of relating to the disciplinary office the behaviors of students whose actions are in violation of local high school or school system rules.
2. Chronic repeat offender of school regulations--a student whose behavior is inappropriate to the situation and surroundings in the high school and who is referred to the disciplinary office five or more times in a given week for the violation of local high school or school system rules as outlined in the school system's disciplinary handbook.
3. Regular student--a student whose behavior is usually appropriate to the situation and surroundings in the high school.
4. Self-concept--an attitude toward one's perception of his moral, physical, social, familial, and personal self.
5. Negative (or low) self-concept--behavior which involves the perception of oneself as unacceptable, unworthy, or undesirable to society.
6. Positive (or high) self-concept--behavior which involves the perception of oneself as acceptable, worthy, or desirable to society.

7. Deviant behavior--behavior that is not appropriate to the present situation or surroundings.
8. Positive counseling(or positive treatment)--group sessions where a counseling professional exposes the group to positive self-concept themes followed by an exposure to coping skills, relaxation and stress control, and a positive self-image development skills.
9. Identity--the individuality of a person as he perceives his social role from the community.
10. Personal behavior--the individual actions of a person in relationship to his situations and surroundings.
11. Self-satisfaction--personal contentment with and acceptance of oneself.

Rationale

Maintaining a no-nonsense school environment which provides an arena where teachers can teach and students can learn, all with a minimum amount of disruption or distraction, is the goal of the conscientious secondary administrator. With students who are chronic repeat offenders of school regulations in the school, accomplishing this somewhat utopian status in a metropolitan Atlanta high school is often overwhelming.

This author chose to undertake this study because of a concern that students who are constantly referred for disciplinary action may be referred to a great extent because they have been socialized with negative perceptions in terms of their moral, physical, social, familial and personal selves.

The result of exposing these repeat offenders of school regulations to some positive treatment was expected to exact change in the form of increased positive self-concept and impact the number of times these students received disciplinary referrals in the future.

Statement of the Problem

Two years ago, the author, as discipline administrator at a metropolitan Atlanta high school, began to keep weekly statistics on discipline referrals received.

A computer program was written to analyze the referrals generating a discipline report on the following categories: (1) the offender's name; (2) the referral date; (3) the referring teacher; (4) the disciplinary offense; (5) disposition of the case, and (6) the disposition date. The report was sent back to the author for perusal and use.

Since the category, offender's name, was listed by last name, that category was sorted in ascending order (A-Z). Casual scrutiny revealed that some student's names were consistently listed.

Closer scrutiny revealed more than 25 students, in a population of 100, were referred for disciplinary infractions five or more times in a given week.

As the discipline administrator, the author had a vested interest in providing a disciplinary or motivational program which would reduce student misbehavior and enhance student motivation. In an effort to serve that vested interest, while at the same time seeking to solve the prevailing dilemma of the chronic repeat offender of school regulations, this study was undertaken.

Significance of the Problem

The author viewed the phenomenon of the chronic repeat offender of school regulations as a problem that needed to be immediately addressed.

Among the reported offenses in category 4, labeled "Offenses" in the weekly discipline report, many infractions could be classified as passive behavioral infractions, such as sleeping in class, missing assigned teacher detention, not being prepared for class, cheating, or skipping.

On the other hand, the chronic repeat offender tended to commit offenses that could be classified as aggressive behavioral infractions (See Appendix 1). These were offenses such as fighting, theft, rude and disrespectful behavior, profanity, or disruptive behavior. These types of offenses were cause for immediate concern and action.

Levin (1980) found that 60% of the teachers sampled in one mideastern metropolitan area agreed that the public has a right to be alarmed about the recurrence of aggressive deviant behavior in the school.

In its 1983 Nationwide Teacher Opinion Poll, the National Education Association reported that:

Nearly one-half of all respondents (45 percent) report that student misbehavior interferes with their teaching to either a great (15 percent) or (30 percent) extent. Another 46 percent report that student misbehavior interferes to a small extent with their teaching; 9 percent report no interference from student misbehavior.

One of the key functions of the discipline administrator is to create and maintain an in-school climate where learning is protected from interruption and harrassment.

The presence of the chronic repeat offender of school regulations reduces the possibility of the discipline administrator carrying out that part of his or her job. Therefore, the presence of this student is significant cause for concern, and even more, a significant reason to seek answers to reasons why the frequently referred student continues to act out.

Cooley (1988) reaffirmed this position when he wrote:

"Educators must attempt to diagnose reasons students experience difficulty in school and preclude remedies for these problems. Too often in the past we have focused on the symptoms of student misconduct rather than examining the cause.

Research Questions

To objectively seek answers to this study, the researcher developed several relevant questions to be addressed.

The two groups of students used in this study were made up of regular students (the control group) and students who are repeat offenders of school regulations (the experimental group). The research questions parallel the items found on the Tennessee Self-Concept questionnaire developed by Western Psychological Services.

Limitations

This study was limited to students who were fourteen to seventeen years of age and in grades nine through twelve at a metropolitan Atlanta high school in the DeKalb County School System.

The study participants were divided into two groups, a control group and an experimental group. Both groups consisted of fifteen students.

The experimental treatment was provided for six weeks, one hour per week, during the first quarter of the school year.

The Research Questions are:

1. Will there be a significant relationship between the self-concept of student who are repeat offenders of school regulations and that student's self-concept?
2. Will there be a significant difference between the self-concepts of regular students and students who are repeat offenders of school regulations after the students who are repeat offenders of school regulations have been administered a positive counseling treatment?
3. Will there be a significant difference between the identity image pretest score and post-test score of students who are repeat offenders of school regulations when an intervening variable, positive counseling, is administered?
4. Will there be a significant difference between the self-satisfaction pretest score and post-test score of students who are repeat offenders of school regulations when an intervening variable, positive counseling, is administered?
5. Will there be a significant difference between the personal behavior pretest score and post-test score of students who are repeat offenders of school regulations when an intervening variable, positive counseling, is administered?
6. Will there be a significant difference between the total self-image pretest score and post-test score of students who are repeat offenders of school regulations when an intervening variable, positive counseling, is administered?

Assumptions

There were three assumptions made in the approach to this study:

1. Students who are repeat offenders of school regulations have a low self-concept.
2. Regular students, i.e., students who are referred to the office one time or less, have an average to high self-concept.
3. Better than 70% of the students who are repeat offenders of school regulations will experience a higher self-concept once they are exposed to positive treatment.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of literature presented in this section is divided into four major categories to parallel the research questions: (1) identity, (2) personal behavior, (3) self-concept, and (4) self-satisfaction. Each category looks at the research that has been done in the area to determine how this study will shed new information or close the gap of needed information on this topic.

Identity

For the purposes of this paper, identity has been defined as the individuality of a person as he perceives his social role from the community. Because there is a link between an individual and the community, it is from the community that the students perceive their social images. They soon accept the community's standards and its subsequent definitions of right and wrong, success and failure.

It is when students realize that they are not achieving, or living up to, the community's standards of success that they begin to experience confusion in their overall socialization resulting in an identity crisis.

Kornhauser (1978) stresses that an individual must be taught the norms and values of a community. The extent to which he or she internalizes these norms and values and acts in conformity with them depends upon the adequacy of his or her socialization. It also depends on the extent to which the person's activities are structured by a

network of ties to institutions that can reinforce belief in and commitment to these norms and values. The family, the school, and other community institutions play a part in this socialization. A child who is not sufficiently tied to families and other institutions that can carry out this socialization is less likely to internalize institutional norms and, therefore, is more likely to violate them.

Merton (1968) maintains that the goal of material success was so strongly ingrained in the culture of the United States that many more people aspire to success than can obtain it with the legitimate means at their disposal. The lack of congruence in the distribution of means and ends creates frustration among those who lack the means to achieve material success. These individuals must either adopt a more realistic set of goals or employ different means to achieve material success. Merton argues that neither resolution is accepted as fully legitimate by our society. Individuals who revise their goals downward often adopt a ritualistic stance toward their work. Their labor is relatively unproductive. Merton argues that in extreme cases some individuals would reject both legitimate means and legitimate ends, leading to social withdrawal.

Cohen (1955) indicated that youth who are unlikely to achieve material success as adults because they lack necessary resources will be motivated to substitute achievable goals which can serve as gratification in the short term. These goals and the means to achieve them, are elaborated in the peer group. Because disadvantaged youth are frustrated and angered by their poor chances to obtain rewards from school and work and, thereby, achieve respect in the community, the

goals they turn to are explicit repudiations of dominant values.

Achievement of these goals often requires activity that is conventionally labelled delinquent.

The school, has in many instances, been delegated the continuing responsibility of providing socialization and identity to young people. The following discussion on personal behavior will reveal more information on this idea.

Personal Behavior

Students bring to the school the socialization and identity process that begins at home. The school then becomes the stage for them to act out major components of their personality: frustration, contentment, bitterness, happiness, anger or discontentment.

Some scholars see the role of the school in affecting student behavior quite differently. According to Coleman (1966), the issue has been drawn most sharply on the subject of a desired student behavior, academic achievement.

Coleman further suggests that large differences between schools in the level of student achievement clearly exist. These differences can be related to such basic school attributes as the size of student enrollment, the type of community in which the school is located, and the type of school. However, many of the differences between schools can be traced to the unique characteristics and backgrounds of their student bodies.

While much of the variation in personal behavior and academic outcomes in school must be attributed to the pre-existing socialization,

Stinchcombe (1964) believes the school definitely has the ability to affect student behavior. He suggests that the size of a school's enrollment, the number of students taught at one time in a classroom, the type of community within which the school is located, the use of ability tracking in the school, the disciplinary procedures employed by the school and the opinions of the school's students about the fairness of these procedures can all affect the student's personal behavior.

Coleman's suggestion that the school's influence on a student's personal behavior should be in the form of academic achievement has its merits. However, many schools, like the The Saturday School Model, have programs that target influencing students' behavior as well as enhancing self-concept. Thereby academic achievement is promoted (Cooley and Thompson, 1988).

Wayson and Lasley (1984) have defined discipline as the display of behavior that is socially agreed upon as appropriate in a particular situation. They stress that the goal of a school's discipline program is to teach students to behave properly without direct supervision and that schools with well-disciplined students have developed a sense of community, marked by mutually agreed-upon behavioral norms. These norms surround students with examples of acceptable behavior and provide the subtle rewards and sanctions that encourage students to behave appropriately.

These views suggest that appropriate personal behavior and academic achievement can and should co-exist. Student's personal behavior is often linked to the level of expectation of school leadership personnel and parents.

Self-Concept

Sabatino, Sabatino and Mann (1983) provide this definition of self-concept:

Self-concept is the self-perpetuating, learned view of self that influences all human behavior. It is altered and restructured by behavior and unsatisfied needs that may have no relationship to external reality. Self-concept plays a major role in learning, emotion, motivation, perception, intelligence, and self-actualization...The structure of self is influenced by the past and the present and in turn will influence the future. The concept of self is real and ideal and must confront both worlds.¹¹

This expansive statement on the meaning of self-concept is a powerful rendition that speaks to the significance of one's self-concept on the facets of one's life (past, present, and future).

Debruyn (1987) maintains that the school is the arena where students really become aware of the expectations of society. Most of these social adjustments (identity) occur as students are experiencing the physical changes that mark the boundary between childhood and adulthood.

When students are struggling to take inventory of themselves as individuals, oftentimes, it is the teacher or the administrator who helps them calculate their self-worth, whether that influence is positive or negative.

According to Glasser (1987), except for those who live in deepest poverty, the psychological needs--love, power, freedom, and fun--take precedence over the survival needs, which most of us are able to satisfy. All our lives, we search for ways to satisfy our needs for love, belonging, caring, sharing, and cooperation. If a student feels no sense of belonging in school, no sense of being involved in caring and concern, that child will pay little attention to academic subjects. Instead, he or she will engage in a desperate search for friendship, for acceptance. The child may become a behavioral problem, in the hope of attracting attention.

Although educators are continually aware that school is a place where students come to study academics, they have to be keenly cognizant of the fact that it is also a place where students work out other important aspects of their lives. These aspects are not related to the number of credit hours needed for graduation, congruent triangles, prepositional phrases, or any other such academia, but aspects related to their self-worth as individuals.

According to the literature reviewed thus far, it appears that a positive self-concept in a student promotes self-discipline and self-esteem. Such psychological strengths are sure to outweigh any need to misbehave.

A 1981 article in Practical Applications of Research related that self-discipline is the tendency to behave in ways that are mutually beneficial to oneself and others. It is based on self-perceptions that "I am able, valuable, and responsible, and I will act accordingly." These self-perceptions originate with parents and teachers who believe

certain things about students, and who invite students to share in these beliefs. In other words, self-discipline is nurtured every time a parent or teacher treats a student with civility, dignity, and respect, all within the framework of positive expectations.

Dobson (1971) maintains that human worth in our society is carefully reserved for those who meet certain rigid specifications. The beautiful people are born with it; those who are highly intelligent are likely to find approval; superstar athletes are usually respected. But no one is considered valuable just because he is!

Caution has to be exercised among educators not to fall into the Madison Avenue trap, i.e., valuing outward beauty, materialism, and talent as measures of the worth of a student.

Because educators are products of the same society which often measures self-worth by rigid, superficial specifications, Dobson contends that they are often repelled by the physically unattractive child and draw to the beautiful ones. All energies available to educators must be dedicated to forestall such inclinations.

When educators can help students achieve a positive self-concept, they are, in turn, helping to create active, expressive, self-disciplined, self-satisfied individuals, who tend to be successful both academically and socially according to Dobson.

Self-Satisfaction

As regards achievement motivation, Cotton and Savard (1982) report that it has been shown that when students are given learning tasks which are at an appropriate level of difficulty, they are challenged, they are

able to succeed, and their motivation consequently remains high. As regards the establishment and maintenance of discipline, it has frequently been demonstrated that students who are disruptive or delinquent are frequently those who have not experienced success academically or socially.

Here again, educators encounter another responsibility, i.e., providing learning situations where students can find success and hence, self-satisfaction..

All of the student's self-satisfaction, or contentment with himself, will not come from the school setting, but much of it is perpetuated by the school setting.

Of mentally healthy people, Abraham Maslow said:

"Healthy children enjoy growing and moving forward, gaining new skills, capacities and powers....In the normal development of the healthy child....if he is given a really free choice, he will choose what is good for his growth (Maslow, 1968)."

Self-satisfaction is a result of being mentally healthy, mental health is the result of achieving some successes in life, or as Maslow put it, gaining new skills, capacities and powers.

For the purposes of this study, self-satisfaction has been defined as personal contentment with and acceptance of oneself. That satisfaction would ideally encompass the whole self--moral, physical, social, familiar, and personal. But, it is rare that anyone will find total self-satisfaction with the whole self all at one time. What is logical is that self-satisfaction is developed in stages, but

experienced continually as the student learns to accept different levels of success and growth (Berger, 1983).

In her discussion of Maslow's ideas, Berger wrote that each of us has his or her own inner nature, and a strong motivation to express that nature. First, however, we must assure ourselves that our basic survival needs will be met, needs that all living creatures share. Thus Maslow proposed a hierarchy of needs, beginning with those such as food and water, and moving up to higher, more exclusively human needs. While Maslow did not propose his hierarchy as developmental, it can be read as such.

Sabatino, Sabatino and Mann (1983) indicated that a discovery of self is critical to life and suggested that Maslow's hierarchy of five basic needs was a discovery mechanism to finding self:

1. Self-Actualization
2. Esteem
3. Love and Belonging
4. Safety
5. Physiology

All students, as do all people, search for self-satisfaction in numerous ways, and educators can be most helpful in that quest.

Summary

The literature reviewed for this study has indicated that the school has taken on an increasingly responsible role for the socialization of students in our society. Although, that socialization should ideally begin at home, it is greatly affected by the school as

expectations for academic achievement and personal behavior are communicated to the student.

The perpetuation of the co-existence of a student's appropriate personal behavior and academic achievement is the goal of school teachers and administrators, but when the student is burdened with a low self-concept, the undesirable element of misbehavior is often the result.

When teachers, administrators, and other school personnel can help students experience their value as human beings, regardless of their outward appearances or economic backgrounds, the desired learning, motivation, emotional growth, self-satisfaction, and positive perceptions are realized.

CHAPTER III

RESEARCH DESIGN

INTRODUCTION

The experimental method of research was used in this study to look into the relationship of self-concept and the deviant behavior of the chronic repeat offender of school regulations.

The study was conducted for a period of six weeks at Avondale High school which has an average daily attendance of 93% from a student body of 990 eighth through twelfth grade students.

Two groups of students were selected randomly to be included in this study and were labeled the control group (regular students) and the experimental group (the chronic repeat offender of school regulations). Each group was given a pretest and post-test, but only the experimental group was given treatment in the interim between tests.

The instrument used as the pretest and post-test was the Tennessee Self Concept Scale (TSCS). The treatment given was in the form of positive counseling administered by a counseling professional at the school in a group setting.

A detailed explanation of each facet of this study is outlined in the sections to follow.

The Population of the Study

The experimental group, consisting of fifteen chronic repeat offenders of school regulations, was randomly selected from the weekly discipline report compiled from discipline referrals. Students whose

names appeared on the report five times or more in a given week made up the population from which the random selection was made. Once all students were selected, a letter was sent to the student's parents requesting permission for their participation in the study (See Appendix A).

Also a determination was made to ascertain whether any one student had a greater than usual number of referrals from any one teacher. Since frequent referrals from the same teacher could result in a bias related more to personality than discipline, these student's names were excluded from the population.

The control group, consisting of fifteen regular students, was randomly selected from names submitted by teachers in response to a request from the discipline administrator. A letter was sent to ten faculty members (See Appendix B) requesting that the teachers take a survey of students in their classes who had been referred to the office for a discipline offense one time or less. Each faculty member submitted five names. This referral system provided a population of fifty students from which the fifteen members of the control group was drawn.

The list was validated by checking the discipline files to see if the students had responded honestly to the survey. If an inequity was found, that is, if a student had not responded honestly to the survey, the student's name was stricken from the list of possible participants for the study.

The teachers of each student chosen to participate in the study received a memorandum to notify them of the reason for the student's

absence from class each Wednesday during alternate class periods so that students could be properly excused (See Appendix C).

The Treatment

A counseling professional volunteered to participate in this study to conduct the positive treatment sessions. The qualifications of the counselor were documented as follows: (1) The degree of Educational Specialist in Guidance and Counseling; (2) professional experiences for twenty years as a high school counselor with the DeKalb School System, and (3) fifteen years experience working with juveniles and troubled young adults in group counseling settings.

After the pretest was given, the group counseling sessions began. For a period of six weeks, for one hour per week, the counseling professional exposed students in the experimental group to positive self-concept themes. During the first phase of the treatment, the activities included role-playing situations (using audio/visual equipment) where authority figures were depicted in situations which could cause anger, conflict, and frustration in the school setting. Students were encouraged to discuss the situations and react to them freely and openly.

During the second phase of the treatment, coping skills were taught to the group which included communications skills, relaxation techniques and stress control.

The final phase of the treatment included self-discipline and assertiveness training. The post-test was then given.

The Tennessee Self Concept Scale

The TSCS (Fitts 1965), which was used for pretest and post-test evaluation, is designed for persons age twelve and older who have at least a sixth-grade reading level. The students in both the experimental and the control groups met this criteria. The TSCS measures twenty-four aspects of a person's self-concept and is a standardized instrument frequently used to measure self-concept with adolescents and juvenile delinquents (See Appendix E).²²

Offering 100 self-descriptive statements, the TSCS is a self-administering instrument containing ninety items which assess self-concept while ten items assess self-criticism.

Hypotheses

This study tested the following null hypotheses:

1. There is no significant difference between the self-concepts of regular students and students who are repeat offenders of school regulations after the students who are repeat offenders of school regulations have been administered a positive counseling treatment.
2. There is no significant difference between the identity image pre-test score and post-test score of students who are repeat offenders of school regulations when an intervening variable, positive counseling, is administered.
3. There is no significant difference between the self-satisfaction pre-test and post-test score of students who are repeat offenders of school regulations when an intervening variable, positive counseling, is administered.
4. There is no significant difference between the personal behavior pre-test and post-test score of students who are repeat offenders of school regulations when an intervening variable, positive counseling, is administered.

5. There is no significant difference between the total self-image pre-test and post-test score of students who are repeat offenders of school regulations when an intervening variable, positive counseling, is administered.

Data Analysis

To analyze effectively the effects of the positive counseling treatment, the difference between pre-test means and post-test means for both the experimental group and the control group was subjected to the analysis of variance (ANOVA) statistics (See Hypothesis 1).

Also, the data for all subgroups are presented in tables and each hypothesis was tested by using the ANOVA technique with significance at the 0.05 level.

CHAPTER IV

ANALYSIS OF DATA AND INTERPRETATION

The Analysis of Data

Utilizing a table of random numbers, a total of fifteen regular students and fifteen students who are repeat offenders of school regulations were selected for participation in the study.

The fifteen students who are repeat offenders of school regulations were assigned to the experimental group. Prior to any treatment, both groups were separately administered the self-concept questionnaire.

On the self-concept questionnaire, the variables measured were identity, personal behavior, self-satisfaction, and self-concept (total score). In Table 1 is a breakdown of the variables evaluation scores.

Table 1
Self-Concept Variables and Values

Variable	Low	Average	High
Identity	0 - 120	120 - 130	130 - 170
Self-satisfaction	0 - 100	100 - 110	110 - 170
Personal Behavior	0 - 110	110 - 120	120 - 160
Self-Concept	0 - 330	330 - 360	360 - 500

It can be seen from the table above that an average self-concept ranges from a low of 330 to a high of 360. Thus, a student in this range is considered normal as considered by the Tennessee Self-Concept psychological professionals.

An observation of the raw data reveals that the individual score for each variable fluctuated within groups. The control group variables as well as the experimental group variables had representation in both the low, average, and high self-concept ranges (See Appendix ___, Sample Statistics For All Variables).

A comparison of both groups' self-concept preception is presented in Table 2. The table gives the breakdown by variables for comparison purposes and further analysis.

Table 2

Variable Comparison of Both Groups

Variable	Control				Experimental			
	Pre-T		Post-T		Pre-T		Post-T	
	X	SD	X	SD	X	SD	X	SD
Identity	126	8	125	8	116	19	115	17
Personal Behavior*	108	8	110	6	101	6	102	10
Self-Satisfaction	102	14	103	10	96	12	98	12
Self-Concept	336	20	338	20	300	67	315	24

In Table 2 it can be seen that for the control group, only one variable mean (means for both pre-test and post-test), that of personal behavior, falls in the low self-concept area. This might be an indicator of why discipline is a problem in many classrooms.

As a whole, the self-concept mean for the control group falls in the average self-concept range. With the experimental group, all variable means for both pre-test and post-test, fall in the low self-concept range, even after the treatment, positive counseling, was administered.

It must be concluded that none of the variable means for both the control and experimental groups was in the high self-concept range. Also, the gain in points for the variable means of the experimental group was no more than two points. The total self-concept pre-test and post-test mean gain was no more than 15 points.

On all variable, the control group had a higher self-concept than the experimental group: identity, personal behavior, self-satisfaction, and self-concept--126 v 116, 108 v 101, 102 v 96, and 336 v 300, respectively.

Hypothesis 1 is stated below:

There is no significant difference between the self-concepts of regular students and students who are offenders of school regulations after students who are repeat offenders of school regulations have been administered a positive counseling treatment.

To statistically determine this difference between both group's self-concept means, the analysis of variance statistical test was administered. The results are found in Table 3.

Table 3
ANOVA Of Self-Concept Means For Both Experimental
and Control Groups

Source	DF	Mean Square	F	Sig.
Between Groups	3	5078.88	3.42	.05 yes
Within Groups	56	1486.05	-	
Total	59	-		

The Interpretation

Hypothesis 1 is rejected because there is a significant difference in the self-concept means between both the control and the experimental groups, average and low ranges, respectively. It was concluded that the control group's self-concept variables are higher than those of the experimental group, both before and after the experimental group received the positive counseling treatment.

Also, it is concluded that the treatment did not cause the experimental group's self-concept variable scores to increase more than two points. This two-point increase in score was not sufficient to move the experimental group out of the low-achiever self-concept range.

For hypotheses 2, 3, 4, and 5 which state:

2. There is no significant difference between the identity image pre-test score and post-test score of students who are repeat offenders of school regulations when an intervening variable, positive counseling, is administered.
3. There is no significant difference between the self-satisfaction pre-test score and post-test score of students who are repeat offenders of school regulations when an intervening variable, positive counseling, is administered.
4. There is no significant difference between the personal behavior pre-test score and post-test score of students who are repeat offenders of school regulations when an intervening variable, positive counseling, is administered.
5. There is no significant difference between the total self-image pre-test score and post-test score of students who are repeat offenders of school regulations when an intervening variable, positive counseling, is administered.

It must also be concluded that because of the ANOVA findings at the 0.05 level of significance, that the treatment did not cause the experimental group's self-concept variable scores to increase more than two points. This two-point increase in score was not sufficient to move

the experimental group out of the low-achiever self-concept range. Thus, hypotheses 2, 3, 4, and 5 must be accepted. The treatment had little or no effect on the self-concept of students who are repeat offenders of school regulations.

In conclusion, it is safe to state that hypothesis 1 is rejected because there was found to be a significant difference between self-concept means of both groups. This difference cannot be accounted for by the treatment administered to the experimental group because the experimental group's means showed no marked increase in gain out of the low self-concept range.

This low gain in means score dictates that no further statistical analysis is needed to analyze the data. From a statistical point of view, the data indicate that although a treatment was used, no change in perceptions was immediately noted.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

As reported in Chapter IV, students in the experimental group did not collectively show a statistically significant change in the pretest/post-test self-concept scores. However, changes in these students' behavior which were not statistically measured were observed.

The number of discipline referrals for students in the experimental group were noticeably fewer during the research period. It was revealed in the group sessions that many students had made a great effort to avoid being referred to the discipline office because they did not want to disappoint the group leaders by getting into trouble.

Of the experimental group participants who did receive discipline referrals during the research period, it was observed that the nature of the referral was for a less aggressive offense than usual for that student in all but two cases.

Parents of three of the experimental group participants sought additional information about the counseling sessions. One of them reported an improved willingness in her child to talk about his frequent discipline problems at school and she, along with two other parents, asked if their children could remain in the group sessions for the rest of the school year.

The author's concern at the beginning of this study that there is a relationship between the self-concept of a student and the student's subsequent behavior was merited as indicated from the analysis and

interpretation of the data presented in Chapter IV. The author is encouraged by this study's results that even some minute change can take place when school personnel put forth a concentrated effort to exact that change. It is good when those positive changes can be reported as statistically significant, but it is worth the effort to seek them even if the positive changes are observable only by those who care.

Recommendations

The author recommends that further study on this research topic be undertaken where the research period can cover a minimum of twelve weeks. Moreover, because it has been shown here that the role of the teacher is so critical to student behavior and self-concept, it is further recommended that teachers participate in the research. Teachers should submit weekly progress reports which show the student's behavior on a rating scale according to the teacher's classroom observation.

Outside motivational speakers should be utilized periodically throughout the research period for a minimum of four times. These speakers will offer an additional element to the impact of the positive self-concept themes.

To encourage students to communicate their feelings more freely, arrangements should be made that will allow the students a minimum of three one-on-one sessions with the counseling professional.

Finally, while some parents volunteered feedback on the student's behavior at home in this study, such feedback should be required should this study be replicated. In addition to the benefit of the feedback, the researchers and counselors would also become aware of factors in the home situation that would impact research outcomes.

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APPENDIX

APPENDIX A
Disciplinary Action Report
(Sample)

09/07/88

REFERENCE REPORT 07/88

PAGE 1

APPENDIX A -

Student's names have been omitted from this section of the report.

	REFERENCE	DATE	OFFENSE	ACTION	DATE
1026	07	FAULDER	CONTACT SOURCE OF CLASS DISRUPTION	SUSPENSION OFF CAMPUS	102807
1202	07	SPENCER	DISRESPECT FOR AUTHORITY	SUSPENSION	0
421	00	SPENCER	FAILURE TO REPORT TO DETENTION		0
1120	00	DESHIELDS	INSUBORDINATION	VERBAL REPRIMAND	0
216	00	GODFREY	FAILURE TO REPORT TO DETENTION	DETENTION, 2 DAYS	42288
1202	07	SPENCER	DISRESPECTED TEACHER SHOW DETEN.	ASSIGNED DETENTION (3)	100987
1202	07	SPENCER	DISRESPECTFUL, SKIPPED DETENTION	DETENTION, 3 DAYS	0
911	07	HARRISON	SKIPPING DETENTION	DETENTION, 3 DAYS	0
911	07	HARRISON	SKIPPING DETENTION	ASSIGNED DETENTION, 3 DAYS	91187
1005	07	PHILLIPS	FIGHTING	SUSPENSION (4)	100587
1120	07	MURCK	FIGHTING, DISRESPECTFUL	SUSPENSION	0
910	07	BLACK		VERBAL REPRIMAND	91087
910	07	BLACK	DISRUPTIVE	VERBAL REPRIMAND	0
1117	07	MCCRARY	DISRUPTIVE BEHAVIOR	DETENTION, 3 DAYS	0
119	07		OTHER DISCIPLINES	HEARING, 4 DAYS	0
1019	07		OTHER DISCIPLINES	SUSPENDED, 4 DAYS; CONFERENCE	101987
1022	07	WILLIAMS	MISSED TEACHER DETENTION	SUSPENSION 5 DAYS OFF CAMPUS	0
915	07	HENDERSON	FIGHTING	DETENTION, 5 DAYS & HEARING	0
915	07	HENDERSON	FIGHTING	SUSPENSION, 5 DAYS	91587
1015	07	BRASCHLER	INSUBORDINATION	PARENTAL CONTACT	0
1015	07	BRASCHLER	INSUBORDINATION	VERBAL REPRIMAND; CONFERENCE	101587
121	00	SEGBERS	DISRESPECTFUL	DETENTION, 3 DAYS	0
1029	07	ERICKSON	REPEATED TARDINESS	SUSPENSION, 3 DAYS	0
1215	07		SKIPPING	SUSPENSION	0

APPENDIX B

Letter To Parents Requesting Permission To Participate In Research Study

APPENDIX B

Date _____

Dear Parent:

We are in the process of starting some group counseling to help improve self esteem among students at the high school level. The counseling will be all positive and we hope that it will show an improvement in the behavior of your child at home and at school. If you would like your child to participate, please give us the OK by signing on the line and filling out the blanks.

Thank you very much.

Sincerely,

Charlie J. Henderson
Discipline Administrator

Child's Name: _____

Parent Signature: _____

Phone Number: _____

I give my child permission to participate in positive counseling sessions.

APPENDIX C

**Letter To Teachers Requesting
Recommendation of
Students for Control Group**

APPENDIX C

Date _____

MEMORANDUM

TO: _____
FROM: Charlie J. Henderson
RE: Student Referral Request

In conjunction with an on-going research project this fall, I am compiling a list of students who have been referred to the discipline office ONE TIME OR LESS.

Please survey the students in your class. If you have students or know of students who have been referred one time or less over the past year, please write at least five names below in the space provided.

I will need this feedback no later than September 10, 1988.

Thank you very much.

STUDENT REFERRAL LIST

1. _____
2. _____
3. _____
4. _____
5. _____

APPENDIX D

**Memorandum To Teachers
Requesting Experimental Group
Participants Be Excused
From Class**

APPENDIX D

Date

MEMORANDUM

TO: All Teachers of: _____
FROM: Charlie J. Henderson, Discipline Administrator
RE: Group Counseling Session Attendance

Please excuse the above-named student to participate in a Group Counseling Session on Wednesday during the class period indicated.

The student should not be penalized for this absence and should be allowed to make up the work missed.

Class Period: _____

APPENDIX E
Tennessee Self Concept Scale

APPENDIX E

TENNESSEE

SELF CONCEPT SCALE

by

William H. Fitts, PhD.

Published by

Counselor Recordings and Tests

Box 6184 - Acklen Station

Nashville, Tennessee 37212

INSTRUCTIONS

On the top line of the separate answer sheet, fill in your name and the other information except for the time information in the last three boxes. You will fill these boxes in later. Write only on the answer sheet. Do not put any marks in this booklet.

The statements in this booklet are to help you describe yourself as you see yourself. Please respond to them as if you were describing yourself to yourself. Do not omit any item! Read each statement carefully, then select one of the five responses listed below. On your answer sheet, put a circle around the response you chose. If you want to change an answer after you have circled it, do not erase it but put an X mark through the response and then circle the response you want.

When you are ready to start, find the box on your answer sheet marked time started and record the time. When you are finished, record the time finished in the box on your answer sheet marked time finished.

As you start, be sure that your answer sheet and this booklet are lined up evenly so that the item numbers match each other.

Remember, put a circle around the response number you have chosen for each statement.

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

You will find these response numbers repeated at the bottom of each page to help you remember them.

1. I have a healthy body.....	1
3. I am an attractive person.....	3
5. I consider myself a sloppy person.....	5
19. I am a decent sort of person.....	19
21. I am an honest person.....	21
23. I am a bad person.....	23
37. I am a cheerful person.....	37
39. I am a calm and easy going person.....	39
41. I am a nobody.....	41
55. I have a family that would always help me in any kind of trouble.....	55
57. I am a member of a happy family.....	57
59. My friends have no confidence in me.....	59
73. I am a friendly person.....	73
75. I am popular with men.....	75
77. I am not interested in what other people do.....	77
91. I do not always tell the truth.....	91
93. I get angry sometimes.....	93

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

2. I like to look nice and neat all the time..... 2
4. I am full of aches and pains..... 4
6. I am a sick person..... 6
20. I am a religious person..... 20
22. I am a moral failure..... 22
24. I am a morally weak person..... 24
38. I have a lot of self-control..... 38
40. I am a hateful person..... 40
42. I am losing my mind..... 42
56. I am an important person to my friends and family..... 56
58. I am not loved by my family..... 58
60. I feel that my family doesn't trust me..... 60
74. I am popular with women..... 74
76. I am mad at the whole world..... 76
78. I am hard to be friendly with..... 78
92. Once in a while I think of things too bad to talk about..... 92
94. Sometimes, when I am not feeling well, I am cross..... 94

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

7. I am neither too fat nor too thin.....	7
9. I like my looks just the way they are.....	9
11. I would like to change some parts of my body.....	11
25. I am satisfied with my moral behavior.....	25
27. I am satisfied with my relationship to God.....	27
29. I ought to go to church more.....	29
43. I am satisfied to be just what I am.....	43
45. I am just as nice as I should be.....	45
47. I despise myself.....	47
61. I am satisfied with my family relationships.....	61
63. I understand my family as well as I should.....	63
65. I should trust my family more.....	65
79. I am as sociable as I want to be.....	79
81. I try to please others, but I don't overdo it.....	81
83. I am no good at all from a social standpoint.....	83
95. I do not like everyone I know.....	95
97. Once in a while, I laugh at a dirty joke.....	97

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

8. I am neither too tall nor too short..... 8
10. I don't feel as well as I should..... 10
12. I should have more sex appeal..... 12
26. I am as religious as I want to be..... 26
28. I wish I could be more trustworthy..... 28
30. I shouldn't tell so many lies..... 30
44. I am as smart as I want to be..... 44
46. I am not the person I would like to be..... 46
48. I wish I didn't give up as easily as I do..... 48
62. I treat my parents as well as I should (Use past tense if parents are not living)..... 62
64. I am too sensitive to things my family say..... 64
66. I should love my family more..... 66
80. I am satisfied with the way I treat other people..... 80
82. I should be more polite to others..... 82
84. I ought to get along better with other people..... 84
96. I gossip a little at times..... 96
98. At times I feel like swearing..... 98

Responses -	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

13.	I take good care of myself physically.....	13
15.	I try to be careful about my appearance.....	15
17.	I often act like I am "all thumbs".....	17
31.	I am true to my religion in my everyday life.....	31
33.	I try to change when I know I'm doing things that are wrong.....	33
35.	I sometimes do very bad things.....	35
49.	I can always take care of myself in any situation.....	49
51.	I take the blame for things without getting mad.....	51
53.	I do things without thinking about them first.....	53
67.	I try to play fair with my friends and family.....	67
69.	I take a real interest in my family.....	69
71.	I give in to my parents. (Use past tense if parents are not living).....	71
85.	I try to understand the other fellow's point of view.....	85
87.	I get along well with other people.....	87
89.	I do not forgive others easily.....	89
99.	I would rather win than lose in a game.....	99

Responses -	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

14. I feel good most of the time 14
16. I do poorly in sports and games 16
18. I am a poor sleeper 18
32. I do what is right most of the time 32
34. I sometimes use unfair means to get ahead 34
36. I have trouble doing the things that are right 36
50. I solve my problems quite easily 50
52. I change my mind a lot 52
54. I try to run away from my problems 54
68. I do my share of work at home 68
70. I quarrel with my family 70
72. I do not act like my family thinks I should 72
86. I see good points in all the people I meet 86
88. I do not feel at ease with other people 88
90. I find it hard to talk with strangers 90
100. Once in a while I put off until tomorrow what I ought to do today 100

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

APPENDIX F

Sample Statistics of All Variables

SAMPLE STATISTICS FOR ALL VARIABLES							12:27 FRIDAY, NOVEMBER 10, 1988 12		
VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	STD. ERROR OF MEAN	SLP	VARIANCE	D.V.
----- (GROUP=C1) 1-44 -----									
IDENTITY	15	125.523	8.336	106.000	135.000	2.152	1085.000	69.493	6.620
SATISFY	15	102.123	14.277	61.000	122.000	3.666	1132.000	201.038	13.575
BEHAVIOR	15	107.523	7.577	56.000	125.000	2.060	1015.000	62.638	7.291
POSITIVE	15	226.000	15.610	254.000	262.000	5.115	5040.000	352.429	5.296
----- (GROUP=C2) 1-44 -----									
IDENTITY	15	124.667	8.331	106.000	136.000	2.053	1070.000	65.952	6.514
SATISFY	15	103.123	10.454	62.000	115.000	2.710	1547.000	110.124	10.175
BEHAVIOR	15	110.323	9.876	56.000	125.000	1.517	1055.000	34.524	5.325
POSITIVE	15	338.123	20.514	285.000	372.000	5.257	5072.000	420.838	0.067
----- (GROUP=D1) 1-44 -----									
IDENTITY	15	116.047	18.564	76.000	146.000	4.753	1741.000	344.638	15.595
SATISFY	14	55.525	11.515	76.000	119.000	3.166	1342.000	142.071	12.425
BEHAVIOR	14	100.643	6.033	66.000	112.000	1.612	1409.000	36.401	5.595
POSITIVE	15	255.523	67.345	76.000	262.000	17.365	4453.000	4535.655	22.484
----- (GROUP=E2) 1-44 -----									
IDENTITY	15	115.000	17.156	66.000	134.000	4.440	1725.000	255.714	14.552
SATISFY	15	67.600	11.746	65.000	122.000	3.023	1464.000	127.571	12.035
BEHAVIOR	15	102.000	6.545	65.000	103.000	2.560	1030.000	55.857	9.151
POSITIVE	15	114.000	14.555	267.000	350.000	6.200	4715.000	552.257	7.155

APPENDIX G
Raw Data For All Groups

RAN DATA FOR ALL GROUPS

12:27 PM, NOVEMBER 18, 1928 1

CLS	CATEGORY	IDENTITY	SALARY	REMARKS	POSITIVE
1	C1	121	100	101	321
2	C1	122	100	102	322
3	C1	123	101	103	323
4	C1	124	102	104	324
5	C1	125	103	105	325
6	C1	126	104	106	326
7	C1	127	105	107	327
8	C1	128	106	108	328
9	C1	129	107	109	329
10	C1	130	108	110	330
11	C1	131	109	111	331
12	C1	132	110	112	332
13	C1	133	111	113	333
14	C1	134	112	114	334
15	C1	135	113	115	335
16	C1	136	114	116	336
17	C1	137	115	117	337
18	C1	138	116	118	338
19	C1	139	117	119	339
20	C1	140	118	120	340
21	C1	141	119	121	341
22	C1	142	120	122	342
23	C1	143	121	123	343
24	C1	144	122	124	344
25	C1	145	123	125	345
26	C1	146	124	126	346
27	C1	147	125	127	347
28	C1	148	126	128	348
29	C1	149	127	129	349
30	C1	150	128	130	350
31	C1	151	129	131	351
32	C1	152	130	132	352
33	C1	153	131	133	353
34	C1	154	132	134	354
35	C1	155	133	135	355
36	C1	156	134	136	356
37	C1	157	135	137	357
38	C1	158	136	138	358
39	C1	159	137	139	359
40	C1	160	138	140	360
41	C1	161	139	141	361
42	C1	162	140	142	362
43	C1	163	141	143	363
44	C1	164	142	144	364
45	C1	165	143	145	365
46	C1	166	144	146	366
47	C1	167	145	147	367
48	C1	168	146	148	368
49	C1	169	147	149	369
50	C1	170	148	150	370
51	C1	171	149	151	371
52	C1	172	150	152	372
53	C1	173	151	153	373
54	C1	174	152	154	374
55	C1	175	153	155	375
56	C1	176	154	156	376
57	C1	177	155	157	377
58	C1	178	156	158	378
59	C1	179	157	159	379
60	C1	180	158	160	380
61	C1	181	159	161	381
62	C1	182	160	162	382
63	C1	183	161	163	383
64	C1	184	162	164	384
65	C1	185	163	165	385
66	C1	186	164	166	386
67	C1	187	165	167	387
68	C1	188	166	168	388
69	C1	189	167	169	389
70	C1	190	168	170	390
71	C1	191	169	171	391
72	C1	192	170	172	392
73	C1	193	171	173	393
74	C1	194	172	174	394
75	C1	195	173	175	395
76	C1	196	174	176	396
77	C1	197	175	177	397
78	C1	198	176	178	398
79	C1	199	177	179	399
80	C1	200	178	180	400
81	C1	201	179	181	401
82	C1	202	180	182	402
83	C1	203	181	183	403
84	C1	204	182	184	404
85	C1	205	183	185	405
86	C1	206	184	186	406
87	C1	207	185	187	407
88	C1	208	186	188	408
89	C1	209	187	189	409
90	C1	210	188	190	410
91	C1	211	189	191	411
92	C1	212	190	192	412
93	C1	213	191	193	413
94	C1	214	192	194	414
95	C1	215	193	195	415
96	C1	216	194	196	416
97	C1	217	195	197	417
98	C1	218	196	198	418
99	C1	219	197	199	419
100	C1	220	198	200	420

12137 F61CAY, NOVEMBER 16, 1946 2

~~YES~~ ~~CHARGE~~ ~~IDENTITY~~ ~~SATISFY~~ ~~BEHAVIOR~~ ~~FOCUSIVE~~

54	E22	124	93	105	322
57	E22	86	123	123	322
58	E22	121	94	50	315
59	E22	126	87	105	318
60	E22	120	92	106	326

APPENDIX G 2 OF 2

APPENDIX H

Analysis Of Variance For Groups Total Scores

ANALYSIS OF VARIANCE FOR ERODPS DETAL SCORES

12:27 FRIDAY, NOVEMBER 10, 1980 4

ANALYSIS OF VARIANCE PRECEDELINE

CLASS LEVEL INFORMATION

CLASS	LEVELS	VALUES
CHOCQUE	4	C1 C2 EX1 EX2

NUMBER OF OBSERVATIONS IN DATA SET: 40

APPENDIX H - 1 OF 3

ANALYSIS OF VARIANCE FOR GROUPS TOTAL SCORES

12137 FRIDAY, NOVEMBER 18, 1980 5

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE: POSITIVE

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C.V.
ACCEL	3	15236.66666667	5078.88888889	3.42	0.0234	0.154757	11.9894
ERROR	56	83215.00000000	1486.05476190				
					ADJUST MSE		POSITIVE PLAN
CORRECTED TOTAL	59	98451.66666667			38.54938082		322.00000000

SOURCE	DF	MEAN SS	F VALUE	PR > F
CHGROUP	3	15236.66666667	3.42	0.0234

CORRELATION OF ALL VARIABLES							12:27 FRIDAY, NOVEMBER 10, 1988
VARIABLE	N	MEAN	STD DEV	SLP	MINIMUM	MAXIMUM	
IDENTITY	40	100.4166667	14.44603243	7225.0000000	76.0000000	146.0000000	
SATISFY	55	55.72271166	12.25074058	55988.0000000	61.0000000	123.0000000	
BEHAVIOR	55	105.3000475	8.50009160	6213.0000000	68.0000000	125.0000000	
POSITIVE	60	322.0666667	40.85022941	15224.0000000	76.0000000	372.0000000	
PEARSON CORRELATION COEFFICIENTS / PAGE > NR UNDER CORREL=0 / NUMBER OF OBSERVATIONS							
IDENTITY SATISFY BEHAVIOR POSITIVE							
IDENTITY	1.00000	0.22727	0.40233	0.75578			
	0.0000	0.0704	0.0016	0.0001			
	40	55	55	60			
SATISFY	0.22727	1.00000	0.32192	0.71571			
	0.0704	0.0000	0.0130	0.0001			
	55	55	55	59			
BEHAVIOR	0.40233	0.32192	1.00000	0.70621			
	0.0016	0.0130	0.0000	0.0001			
	55	55	55	59			
POSITIVE	0.75578	0.71571	0.70621	1.00000			
	0.0001	0.0001	0.0001	0.0000			
	60	55	55	60			

APPENDIX I

Example of A Table of Random Numbers

APPENDIX I

(Example)

TABLE A.7. Table of Random Numbers

Row	COLUMN NUMBER							
	00000 01234	00000 56789	11111 01234	11111 56789	22222 01234	22222 56789	33333 01234	33333 56789
	<i>1st Thousand</i>							
00	23157	54859	01837	25993	76249	70886	95230	36744
01	05545	55043	10537	43508	90611	83744	10962	21343
02	14871	60350	32404	36223	50051	00322	11543	80834
03	38976	74951	94051	75853	78805	90194	32428	71695
04	97312	61718	99755	30870	94251	25841	54882	10513
05	11742	69381	44339	30872	32797	33118	22647	06850
06	43361	28859	11016	45623	93009	00499	43646	74036
07	93806	20478	38268	04491	55751	18932	58475	52571
08	49540	13181	08429	84187	69538	29661	77738	09527
09	36768	72633	37948	21569	41959	68679	45274	83880
10	07092	52392	24627	12067	06553	45344	67338	45320
11	43310	01081	44863	80307	52555	16148	89742	94647
12	61570	06360	06173	63775	63148	95123	35017	40993
13	31352	83799	10779	18941	31579	76448	62584	86919
14	57048	86526	27795	93692	90529	56746	35065	32254
15	09243	44200	68721	07137	30729	75756	09298	27650
16	97957	35018	40894	88329	52230	82521	22532	61587
17	93732	59570	43781	98885	56671	66826	95996	44569
18	72621	11225	00922	68264	35666	59434	71687	58167
19	61020	74418	45371	20794	95917	37866	99536	19378
20	97839	85474	33055	91718	45473	54144	22034	23000
21	89160	97192	22232	90637	35055	45489	88438	16361
22	25966	88220	62871	79265	02823	52862	84919	54883
23	81443	31719	05049	54806	74690	07567	65017	16543
24	11322	54931	42362	34386	08624	97687	46245	23245

SOURCE: M. G. Kendall and B. B. Smith, "Randomness and Random Sampling Numbers," *Journal of the Royal Statistical Society*, 101 (1938): 164-66. Reprinted by permission of the Royal Statistical Society and the authors.

TABLE A.7. Table of Random Numbers (cont.)

Row	COLUMN NUMBER							
	00000 01234	00000 56789	11111 01234	11111 56789	22222 01234	22222 56789	33333 01234	33333 56789
	<i>2nd Thousand</i>							
00	64755	83885	84122	25920	17696	15655	95045	95947
01	10302	52289	77436	34430	38112	49067	07348	23328
02	71017	98495	51308	50374	66591	02887	53765	69149
03	60012	55605	88410	84879	79655	90169	78800	03666
04	37330	94656	49161	42802	48274	54755	44553	65090
05	47869	87001	31591	12273	60626	12822	34691	61212
06	38040	42737	64167	89578	39323	49324	88434	38706
07	73508	30908	83054	80078	86669	30295	56460	45336
08	32623	46474	84061	04324	20628	37319	32356	43969
09	97591	99549	36630	35106	62069	92975	95320	57734
10	74012	31955	59790	96982	66224	24015	96749	07589
11	56754	26457	13351	05014	90966	33674	69096	33488
12	49800	49908	54831	21998	08528	26372	92923	65026
13	43584	89647	24878	56670	00221	50193	99591	62377
14	16653	79684	60325	71301	35742	83636	73058	87229
15	48502	69055	65322	58748	31446	80237	31252	96367
16	96765	54692	36316	86230	48296	38352	23816	64094
17	38923	61550	80357	81784	23444	12463	33992	28128
18	77958	81694	25225	05587	51073	01070	60218	61961
19	17928	28065	25586	08771	02641	85064	65796	48170
20	94036	85978	02318	04499	41054	10531	87431	21596
21	47460	60479	56230	48417	14372	85167	27558	00368
22	47856	56088	51992	82439	40644	17170	13463	18288
23	57616	34653	92298	62018	10375	76515	62986	90756
24	08300	92704	66752	66610	57188	79107	54222	22013